

***U.S. Department of Education***  
***2009 No Child Left Behind - Blue Ribbon Schools Program***

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Type of School: (Check all that apply) ☒ Elementary ☐ Middle ☐ High ☐ K-12 ☐ Other  
☐ Charter ☐ Title I ☐ Magnet ☐ Choice

Name of Principal: Mrs. Becky Gardner

Official School Name: Peoria Christian Elementary School

School Mailing Address:  
3506 N. California Ave.  
Peoria, IL 61603-1106

County: Peoria State School Code Number\*:

Telephone: (309) 686-4500 Fax: (309) 686-2569

Web site/URL: www.peoriachristian.org E-mail: pcsmail@peoriachristian.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\*: Mr. Steve Hutton

District Name: Peoria Christian School Tel: (309) 686-4500

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board President/Chairperson: Mr. Dan Hellige

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

Original signed cover sheet only should be mailed by expedited mail or a courier mail service (such as USPS Express Mail, FedEx or UPS) to Aba Kumi, Director, NCLB-Blue Ribbon Schools Program, Office of Communications and Outreach, US Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

## PART I - ELIGIBILITY CERTIFICATION

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The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2008-2009 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take the course.
5. The school has been in existence for five full years, that is, from at least September 2003.
6. The nominated school has not received the No Child Left Behind – Blue Ribbon Schools award in the past five years, 2004, 2005, 2006, 2007, or 2008.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

**All data are the most recent year available.**

**DISTRICT** (Questions 1-2 not applicable to private schools)

Does not apply to private schools

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban area
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

4. 6 Number of years the principal has been in her/his position at this school.

0 If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	23	21	44	7	0	0	0
K	39	26	65	8	0	0	0
1	32	41	73	9	0	0	0
2	30	21	51	10	0	0	0
3	31	28	59	11	0	0	0
4	33	20	53	12	0	0	0
5	0	0	0	Other	0	0	0
6	0	0	0				
			<b>TOTAL STUDENTS IN THE APPLYING SCHOOL</b>				345

6. Racial/ethnic composition of the school:

0 %	American Indian or Alaska Native
3 %	Asian
4 %	Black or African American
2 %	Hispanic or Latino
0 %	Native Hawaiian or Other Pacific Islander
88 %	White
3 %	Two or more races
<b>100 %</b>	<b>Total</b>

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the past year: 6 %

This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	13
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	9
(3)	Total of all transferred students [sum of rows (1) and (2)].	22
(4)	Total number of students in the school as of October 1.	340
(5)	Total transferred students in row (3) divided by total students in row (4).	0.065
(6)	Amount in row (5) multiplied by 100.	6.471

8. Limited English proficient students in the school: 0 %

Total number limited English proficient 0

Number of languages represented: 0

Specify languages:

9. Students eligible for free/reduced-priced meals: 8 %

Total number students who qualify: 27

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-price school meals program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

Our school does not participate in the free and reduced-price school meals program. The school does not collect specific income totals of the school families except for those who apply for financial assistance. To calculate the number of students who qualify as eligible for free and reduced-price meals, the income of families who applied for financial assistance was compared to the income eligibility guidelines published by the United States Department of Agriculture. Those who qualified at those income levels were listed as eligible.

10. Students receiving special education services: 0 %

Total Number of Students Served: 0

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>0</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>0</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>18</u>	<u>1</u>
Special resource teachers/specialists	<u>2</u>	<u>3</u>
Paraprofessionals	<u>1</u>	<u>2</u>
Support staff	<u>1</u>	<u>0</u>
Total number	<u>24</u>	<u>6</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1 19 :1

13. Show the attendance patterns of teachers and students as a percentage. Only middle and high schools need to supply dropout rates. Briefly explain in the Notes section any attendance rates under 95%, teacher turnover rates over 12%, or student dropout rates over 5%.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Daily student attendance	95%	96%	96%	96%	96%
Daily teacher attendance	96%	95%	95%	96%	96%
Teacher turnover rate	9%	5%	15%	11%	0%

Please provide all explanations below.

In 2005-2006, the teacher turnover rate was 15%. There were three teachers who did not return due to personal choices. One teacher became a stay-at-home mother of a new child. One teacher was married and moved out of state. The third teacher moved away from the area due to a new job of her spouse.

14. For schools ending in grade 12 (high schools).

Show what the students who graduated in Spring 2008 are doing as of the Fall 2008.

Graduating class size	0	
Enrolled in a 4-year college or university	0	%
Enrolled in a community college	0	%
Enrolled in vocational training	0	%
Found employment	0	%
Military service	0	%
Other (travel, staying home, etc.)	0	%
Unknown	0	%
<b>Total</b>	<b>100</b>	<b>%</b>

## PART III - SUMMARY

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Peoria Christian Elementary School began in 1950 in Peoria, Illinois, with sixteen students and one teacher. We have grown to an enrollment of 345 students and twenty-four full-time staff in grades Pre-K - fourth. Our district includes a middle and high school with a total enrollment in grades Pre-K - twelfth of 980 students. Our students come from middle-income families in single-family households of professional and business people. We also have a diverse student body which allows us to practice what we are teaching students about showing respect and developing a sense of community. Our school family rejoices when success is achieved in a student's life, and we mourn when death or crisis comes to one of our families.

Peoria Christian Elementary School "supports the Christian home by preparing students to lead Christ-like lives." The mission is accomplished as we produce academically skilled students who impact the world for Christ as well as become leaders in their fields of study. Our values include the need for students to learn to process information and to think critically, the need for students to be challenged to excellence in everything they do, and the need for our students to develop Christ-like character. As our students grow, they become community leaders who help to serve in a multitude of areas. We promote an attitude and practice of life-long learning among our students and faculty. Our school provides the resources to send our teachers to professional development conferences.

Our tag line, "Distinctively Christian, Decidedly Academic," communicates our purpose in developing students who are strong in every area. We are the only large non-denominational Christian school in the central Illinois area which offers a unique opportunity for students to participate in activities to develop spiritually, intellectually, emotionally, physically, and socially. As we develop students in the area of academics, we look for ways to help each student reach his potential. Our staff provides a caring, nurturing environment to welcome the students each day. Parent volunteers actively participate in many aspects of the school, including picture person program, computer lab helpers, and math/reading helpers. Parents who want to find a place to serve using their talents enjoy developing relationships with the students, faculty, and other parents. We also welcome grandparents to join the team at Peoria Christian Elementary School to provide an excellent education. Our teachers integrate God's Word throughout the day in the classroom and on the playground. Students learn to make wise choices with guidance from the teachers and other students so that when they leave the elementary setting, they will have a strong foundation to make a positive impact on the world around them.

Our school has continued to raise the bar of excellence in education. We have integrated the Illinois Learning Standards into our curriculum, but those serve as minimum requirements for our students to accomplish. Our staff uses a variety of methods and materials to help each student progress using his learning style. We provide opportunities to work independently and cooperatively which includes the tool of technology. Our emphasis is on reading, writing, mathematics, and science. Other schools send teachers or college students to observe our teachers in action. They leave with a renewed enthusiasm for sharing new information or using new methods to teach their students.

The academic program includes reading, language arts, mathematics, science, social studies, physical education, music, Spanish, library, and computers. We offer after-school programs in Japanese, art, drama, and team sports. We are recognized by the Illinois State Board of Education. Since we want to maintain high academic standards, we completed the thorough evaluation process needed for accreditation. We are accredited by the Association of Christian Schools International (ACSI).

In conclusion, Peoria Christian Elementary School is an exciting, caring school which challenges students to strive for excellence in everything. The ACSI National Candidate Award given to the principal on April 30, 2008, as part of the National Distinguished Principals Program, is in recognition of the leadership she offers

as she shares her passion and motivates our staff and students to continue to reach higher levels of achievement. Receiving the 2008 Best of Peoria Award from the United States Local Business Association confirms our journey of excellence as we help our students succeed.



## PART IV - INDICATORS OF ACADEMIC SUCCESS

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### 1. **Assessment Results:**

Peoria Christian students in grades 1-4 take the Stanford Achievement Test, 10th Edition. It is administered in April or the last partial week of March annually. The students are assessed in the following areas: reading, mathematics, language, spelling, science, social science, listening, and thinking skills.

As the results are analyzed, the reading scores are consistently in the upper 70th percentile in first, high 70th and low 80th percentile in second, low 80th percentile in third, and low 80th percentile in fourth grade. We have been significantly above the individual's cutoff scores for the top ten percent in the nation. Students were evaluated in word study skills, word and sentence reading, vocabulary, and comprehension. Beginning in 2005-2006, our teachers began incorporating more comprehension strategies as well as writing to improve our students' learning in grades 2-4. Our kindergarten students are involved in a strong phonics program which teaches the students to read by December.

In mathematics, our scores have been near or above the individual cutoff scores for the top ten percent in the nation. The assessment measured growth in problem solving and procedures at each grade level. We began using a new program to help students learn math facts and solve word problems. In second grade the students begin learning to count by multiples, such as 3's and 4's, which prepares them for multiplication. At the beginning of third grade, the students learn the multiplication facts after a brief review of addition and subtraction facts.

In 2004-2005, the first grade tests were incorrectly bundled for scoring so the total number of students who took the test was calculated incorrectly. This explains the low percentage of students who were tested that year. Our student population has changed in the last five years to include more students from diverse backgrounds with a need for more resource help. The resource teacher formed a group of third and fourth graders, the "Math Munchers," who met to play math games during their lunch time to re-teach or improve specific math skills.

### 2. **Using Assessment Results:**

Peoria Christian Elementary School receives the Standardized Achievement Test results the last week of school. Teachers analyze their students' scores independently as one way to measure the success of their teaching and interventions with that student. During the summer, a list of students who fall below the 50th percentile in reading and mathematics is compiled. During the teacher in-service days at the beginning of the year, a list of those students is distributed to each classroom teacher, as well as the resource teacher. A student report is given to the teacher to use to identify the specific clusters where the students need extra help throughout the year.

Grade level teams meet to discuss strategies to help all students improve achievement in concerned areas. Five years ago, writing was not taught consistently to our students. Upon review of the assessments completed throughout the year, as well as the SAT scores, our writing committee developed a school-wide program to use the Four Square graphic organizer to build writing skills.

Our teachers also observed that the reading comprehension levels needed to be improved - although the scores were high compared to other schools. Supplemental materials and methods were incorporated to make improvements for our students' development of a strong reading foundation.

The resource teacher meets with the classroom teachers to partner with them in forming strategies to help guide the students who are struggling on a daily basis or who scored below the 50th percentile on the achievement test. The teachers use daily work, weekly assignments, and quarterly evaluations to continue to monitor progress.

### **3. Communicating Assessment Results:**

The Standardized Achievement Test report for each individual is sent home with the final report card of the year. The principal or teacher is available to answer questions that may arise. A parent-teacher conference is held in the fall to explain individual student's strengths and weaknesses. The parents are given an opportunity to share their goals for their child with the teacher. Mid-term progress reports are sent home as another benchmark to measure the student's achievement in every area. Suggestions for intervention are made through these avenues. Assignment notebooks are utilized in grades 1-4 to promote parental involvement and student responsibility in academic success.

The school's website shows the latest Standardized Achievement Test results. We also distribute the information to prospective families at Open Houses and Observation Days. Each grade level also looks for ways to communicate evidence of achievement through special events or documents. The School Improvement Plan documents achievement that is shared with the staff, School Board, and parent groups.

### **4. Sharing Success:**

We collaborate with other schools at the Association of Christian Schools International (ACSI) convention. Seven states are part of the Mid-America region. We have school personnel visit our school, and we visit others to learn ways to improve instruction to meet every student's needs. Several colleges and universities send students to observe or teach in our school as part of their education class requirement. Our staff serves on accreditation teams for ACSI and the State Board of Education.

The local news media highlights our awards and activities to the community. Our school sends information to the local community newspapers and community organizations' newsletters. We use our website to post special announcements about our school. It would be our privilege to continue to share exciting happenings, such as receiving the Blue Ribbon Award.

## PART V - CURRICULUM AND INSTRUCTION

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### 1. Curriculum:

Peoria Christian Elementary School is known in the community for its strong curriculum, especially in reading and language arts, mathematics, and science. Our staff continues to improve it each year as they learn more about best practices and research results about student learning.

The curriculum is aligned with the Illinois Learning Standards as the minimum benchmark. The national standards, including the National Council of Teachers of English, National Council of Teachers of Mathematics, and National Science Teachers Association, were also referenced as we continue to make improvements each year. Our teachers make the curriculum a living document as they create activities to enhance learning based on the individual class' needs.

Reading and language arts form one aspect of the foundational curriculum in the elementary. Each self-contained classroom of students spends between ninety minutes and two hours daily in reading, language, writing, spelling, and handwriting. Students also participate in a school-wide Speech Meet. They develop speaking skills and appropriate listening skills and etiquette which will be utilized as a life-long skill. Students actively engage in age-appropriate reading strategies through large group, small group, and individual instruction and learning activities. Teachers use the ABeka curriculum as the skeleton of the curriculum. They have supplemented current literary works to excite students and engage them in reading and language arts as they teach comprehension skills. A variety of projects are incorporated to help students practice the concepts that have been taught. Students learn the basics of writing in kindergarten. They continue to expand their skills to write multiple paragraphs with a rubric used for assessment.

We use ABeka's math curriculum in one hour blocks. The students are introduced to concepts approximately one year ahead of other traditional math programs. We also use the "Mastering Math Facts and Word Problems Made Easy" program. This allows students to master four new math facts before adding other facts in groups of four until all of the facts are mastered in a one minute test. The word problems are organized into six types that students practice using for thirteen sessions so they understand the key phrases and the correct operation needed to solve the problems.

The Christian Schools International (CSI) science curriculum we use incorporates a hands-on approach that engages our students in learning and practicing science methods. The students learn to cooperate in small groups to solve problems through the steps of scientific investigation. They study a variety of areas, including living and non-living things, health and safety, plants, organ systems, and light.

In social studies our students first learn about holidays, Presidents, and famous landmarks in America. They explore the community concept first and then expand to the United States history and geography. Our students participate in special events to reenact portions of history. They are involved in a Thanksgiving Feast, Colonial Day, Wildlife Prairie Day, and a Patriotic Program that consists of monologues by students dressed as famous Americans.

The Bible curriculum, published by the Association of Christian Schools, provides a foundational knowledge of the Bible. They discuss familiar Bible stories and characters, as well as current application to their life today. The students learn a weekly Bible verse and participate in weekly chapels.

The school's curriculum includes physical education, general music, library, computers, Spanish, and an art program. The students meet the Illinois Learning Standards through the activities in physical education and participate in the United States Physical Fitness program. Students play a variety of instruments, learn about

composers, and singing techniques in the general music class. Two performances are scheduled each year. Library skills, as well as computer skills, are started in the Pre-K classes. Our students have the opportunity to receive Spanish through an immersion approach using conversations, music, and books. Cultural lessons are also used to help our students gain an appreciation for other countries.

## **2a. (Elementary Schools) Reading:**

Our students begin with a strong phonics program in kindergarten. ABeka introduces the vowels first and then the consonants. Students are taught to blend the first two sounds of a word as they practice. "Special sounds" are introduced during kindergarten and first grade. The students practice the sounds in a variety of ways orally. Students use leveled readers to practice effective decoding skills.

Students continue to build decoding and fluency skills in first grade. They use author studies and book comparisons to develop many reading strategies. Dr. Suess' Day culminates the author study. Students complete comparisons of his books using topics, such as origin of his ideas, characters, and setting. Each classroom sets a goal to read as many of Dr. Suess' fifty-five books as possible.

As students transition from grade to grade through the school, reading strategies and comprehension skills are developed to help the students become independent readers using higher level thinking skills. Prior knowledge and connections are practiced by the students in large and small groups. Students use the "Question, Answer, Relationship" (QAR) method as another strategy in reading. Students implement other comprehension strategies, including predicting, summarizing, inferring, synthesizing, and analyzing.

Students learn story elements as a variety of genres are read throughout the year. The students read biographies, autobiographies, informational selections, resource tools, fables, fairytales, realistic fiction, historical fiction, and mysteries. Literature circles are one avenue to expose students to another genre that they may be unfamiliar with reading.

As research, best practice, and assessments reveal the importance of a balanced literacy approach, our staff has supplemented many aspects of our curriculum, particularly in second - fourth grade.

## **2b. (Secondary Schools) English:**

This question is for secondary schools only

## **3. Additional Curriculum Area:**

The math curriculum helps prepare our students to become excellent in their fields of study. ABeka uses a spiral approach to math which reviews and reinforces previous concepts taught, develops new concepts, and provides guided practice. The Illinois Learning Standards are aligned with the curriculum to ensure students are learning the necessary skills needed in life. They include number sense, algebra, data analysis, geometry, measurement, and computation. The "Problem of the Day" allows students to practice some concepts that have been introduced as well as the opportunity to problem-solve in new areas.

We supplement with the program, "Mastering Math Facts and Word Problems Made Easy." The students use oral practice with a partner to learn four new facts at one time. After they are mastered, new ones are added. Students color a rocket as they progress through the facts in addition, subtraction, multiplication, and division. The learning involves three stages: developing accuracy, developing quickness, and developing automaticity.

The word problems are divided into types to help students identify consistent ways to approach and solve them. Some of the types include classification, comparison, multiplication/division, and ratio equations. These equip students with confidence in solving higher level problems.

#### **4. Instructional Methods:**

Teachers at Peoria Christian Elementary School want to help each student reach his potential. This involves understanding the learning style each student possesses. It may be auditory, visual, tactile, or kinesthetic. Teachers use this knowledge to help them prepare lessons that would benefit all students.

Teachers use small-group and large-group instruction in reading and math. One-on-one grouping is used as needed in all curricular areas. Desks are arranged in groupings, which change on a regular basis, to help students interact in learning, such as "pair and share" in math or reading.

Manipulatives are used in math and science to help students connect the concepts to real-life situations. The individual white boards allow all students to engage in the response quickly as the teacher completes a quick visual assessment of the students' responses. Data projectors in all of the classrooms allow the teacher to utilize technology to enhance learning for every student. Learning centers create opportunities for students to move appropriately without disrupting learning. The Accelerated Reader program benefits students in individualized reading material and comprehension assessments.

Projects used in the classroom also enhance differentiation. Students may use writing to share their knowledge of their math problem or to make a display of items collected in science. Literature circles allow students to be challenged in their appropriate level of reading, and follow-up activities will be varied to meet students' needs.

The resource teacher may work with a small group or individual students in the classroom who need extra help. She provides suggestions for the classroom teacher to enhance instruction for all students. Modifications on assignments are also made for identified students.

#### **5. Professional Development:**

Our staff members participate in professional development as we model the importance to be life-long learners. Our teachers attend national, statewide, and local workshops, both public and Christian-based in the areas of reading, writing, science, differentiated instruction, and technology. We have had national speakers come to our school for in-service trainings in reading, writing, and biblical integration. Our school provides these opportunities through grants and donations so the teachers do not need to pay for the expenses. The principal has taken a grade level representative to the Illinois Reading Council conference for several years which allows us the opportunity to receive the latest information, network with other educators, and build excitement for our faculty as we shared our experiences.

Those who attend trainings share at monthly teacher's meetings, and they continue to challenge each other to implement at least one new idea and challenge our students. As teachers attended several reading conferences, they prepared sessions to share with the grade level teachers above and below their grade levels. This began the journey of improving areas of reading strategies.

A Language Arts committee was formed, and they received training in writing from the author of *Four Square Writing*, developed a curriculum guide based on the Illinois Learning Standards in writing, designed grade specific rubrics, and implemented quarterly prompts to measure students' improvement in process writing.

## **6. School Leadership:**

Our association of parents elects a nine-member Board who oversees the goals and finances of the school. The Administrator is responsible for the day-to-day operations of the school. The principal reports to the Administrator. Many discussions, including brainstorming and planning, occur as we strive for excellence in all things.

The principal was given the opportunity to partner with the parents and teachers to help each child develop in all areas to reach his potential. As relationships developed, the principal led the staff in evaluating several areas to ensure we were meeting the needs of each of our students. Some of the areas reviewed included learning styles, technology, curriculum, classroom environment, and character development. The principal and teachers researched, attended trainings, and visited other schools to seek the best practice and standards needed to make improvements so we could offer excellence to the students. In 2004-2005, our staff attended a total of 38 workshops or seminars with a total of 220 days of attendance. The principal modeled the importance of life-long learning as she attended the trainings.

Training continues to be a part of our in-service annually. The School Improvement Plans dictate the specific areas of training emphasis each year. Each teacher identifies two professional goals including activities and timeline, and they are discussed in meetings with the principal. Formal and informal classroom observations are used to monitor areas of improvement. Discussions with the teachers build the relationships of encouragement and trust needed to be an effective team.

## PART VI - PRIVATE SCHOOL ADDENDUM

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1. Private school association: Christian
2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No
3. What are the 2007-2008 tuition rates, by grade? (Do not include room, board, or fees.)

<u>\$3960</u>	<u>\$4248</u>	<u>\$4248</u>	<u>\$4248</u>	<u>\$4248</u>	<u>\$0</u>
K	1st	2nd	3rd	4th	5th
<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
6th	7th	8th	9th	10th	11th
<u>\$0</u>	<u>\$0</u>				
12th	Other				

4. What is the educational cost per student? \$ 4600 (School budget divided by enrollment)
5. What is the average financial aid per student? \$ 315
6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction?  
11 %
7. What percentage of the student body receives scholarship assistance, including tuition reduction?  
19 %

## PART VII - ASSESSMENT RESULTS

### ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS

Subject: Mathematics Grade: 1 Test: Stanford Achievement Test

Edition/Publication Year: 10/2003 Publisher: Harcourt

Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	81	78	82	88	85
Number of students tested	53	58	60	39	81
Percent of total students tested	98	95	100	67	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

In 2004-2005, the booklets were bundled incorrectly so the reported score, the percentage of students tested, and the number of students tested are incorrect.



Subject: Reading                      Grade: 1   Test: Stanford Achievement Test  
Edition/Publication Year: 10/2003   Publisher: Harcourt  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	76	71	83	77
Number of students tested	51	58	59	39	81
Percent of total students tested	94	95	98	67	99
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

In 2004-2005, the booklets were bundled incorrectly so the reported score, the percentage of students tested, and the number of students tested are incorrect.

Subject: Mathematics                      Grade: 2   Test: Stanford Achievement Test  
Edition/Publication Year: 10/2003   Publisher: Harcourt  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	74	78	79	83	83
Number of students tested	56	54	56	72	70
Percent of total students tested	97	95	98	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 2   Test: Stanford Achievement Test  
Edition/Publication Year: 10/2003   Publisher: Harcourt  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	79	81	83	82
Number of students tested	56	54	56	72	70
Percent of total students tested	97	95	98	99	100
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 3   Test: Stanford Achievement Test  
Edition/Publication Year: 10/2003   Publisher: Harcourt  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	76	74	78	75	78
Number of students tested	56	60	72	63	69
Percent of total students tested	98	100	100	98	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 3   Test: Stanford Achievement Test  
Edition/Publication Year: 10/2003   Publisher: Harcourt  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	80	80	81	78
Number of students tested	56	60	71	63	69
Percent of total students tested	98	100	99	98	96
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Mathematics                      Grade: 4   Test: Stanford Achievement Test  
Edition/Publication Year: 10/2003   Publisher: Harcourt  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	79	78	78	81	74
Number of students tested	61	65	62	64	65
Percent of total students tested	95	98	100	97	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					

If the reports use scaled scores, provide the national mean score and standard deviation for the test.

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

Subject: Reading                      Grade: 4   Test: Stanford Achievement Test  
Edition/Publication Year: 10/2003   Publisher: Harcourt  
Scores are reported here as: Percentiles

	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
Testing month	Mar	Apr	Apr	Apr	Mar
<b>SCHOOL SCORES</b>					
Average Score	83	81	84	84	80
Number of students tested	61	63	60	62	65
Percent of total students tested	95	95	97	94	94
Number of students alternatively assessed					
Percent of students alternatively assessed					
<b>SUBGROUP SCORES</b>					
<b>1. (specify group)</b>					
Average Score					
Number of students tested					
<b>2. (specify group)</b>					
Average Score					
Number of students tested					
<b>3. (specify group)</b>					
Average Score					
Number of students tested					
<b>4. (specify group)</b>					
Average Score					
Number of students tested					
If the reports use scaled scores, provide the national mean score and standard deviation for the test.					
	2007-2008	2006-2007	2005-2006	2004-2005	2003-2004
<b>NATIONAL MEAN SCORE</b>					
<b>NATIONAL STANDARD DEVIATION</b>					

Notes:

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